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ABSTRACT

This teaching manual for treatment of children with developmental disabilities is divided into seven sections that address: (1) basic concepts; (2) transition into treatment; (3) early learning concepts; (4) expressive language; (5) strategies for visual learners; (6) programmatic considerations; and (7) organizational and legal issues. Among topics discussed in individual chapters are the following: diagnoses; behavioral delays, behavioral excesses, and typical behaviors; evaluation of behavioral treatment; self-stimulatory behavior; motivational problems; attentional problems; summary of basic treatment steps; matching and sorting; nonverbal imitation; early receptive language; discrimination learning; receptive identification of objectives; receptive identification of behaviors; early play skills; arts and crafts; self-help skills; verbal imitation; early grammar; prepositions; emotions; reading and writing (by Nina W. Lovaas and Svein Elkeseth); communication strategies for visual learners (by Andy Bondy and Lori Frost); maintaining treatment gains (by Tristram Smith); involving parents in treatment (Eric V. Larsson); data collection (by Greg Buch); considerations in selecting consultants for home-based programs (Tristram Smith and Jacqueline Wynn); common problems in teaching; strategies for creating an early intervention, parent support organization (by Ronald Huff); obtaining a free and appropriate public education for preschool-age children with autism or pervasive developmental disorders (by Kathryn Dobel and Valerie Vanaman); the current wave of applied behavior analysis litigation (Howard G. Cohen); and clarifying comments on the UCLA Young Autism report. (Contains approximately 275 references.) (DB)

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